

Questioning

Our Most Important Cognitive Skill

Breakout 1 - Trevor Bond

<http://ictnz.com>

Creating a Window to the Mind

- We need to find ways to make thinking visible so that they can articulate what goes on inside their heads

Strategies to Encourage Questioning

1. Positive response to questions
2. Encourage and foster question asking
3. Use a wondering wall/ chart
4. Understand the importance of ?'s
5. Be prepared to give them time
6. Don't play the game of school, use real needs
assist students to identify their information
needs
7. Use the identified needs to crafts questions

Strategies to Encourage Questioning

- 8. Model and support persistence
- 9. Answer questions as they are asked, support students to self evaluate and re-phrase poor questions
- 10. support students to identify and incorporate the relevant contextual vocabulary
- 11 Teach your students that thinking is asking and answering question in their head
- 12 Supply them with a visual resource that outlines questioning skills and the type of questions
- 13. Turn questions into activities rather than be a walking encyclopedia

Core Skills of an Effective Questioner

- Ability to identify the need or problem
- Identify the relevant contextual vocabulary
- Ask a range of relevant questions
- The ability to take the questions to a variety of appropriate sources
- Persist, editing questions as necessary, until they acquire the needed information

What is a good question

- It is relevant
- Gets you the information that is needed
(doesn't matter if it is open or closed as long as it gets you the information you need)

Types of Questions

Type 1 - Create a statement rather than a question (or a nul response) - eg - My mum has a garden

Type 2- Any non relevant question (does not contain contextual key words or phrases) - Eg - Can we go to lunch?

Type 3 - asks yes/no/maybe questions using relevant key words and/or phrases (is, can, does, could, may, would etc)

-Eg - do Red Admiral Butterflies need shelter?

Type 4 - use seven servants

who, what when, where, how, why and which)

and the **key words (not phrases - this will become a stage 5 Q)** to write relevant questions

-eg - how big does the garden have to be?

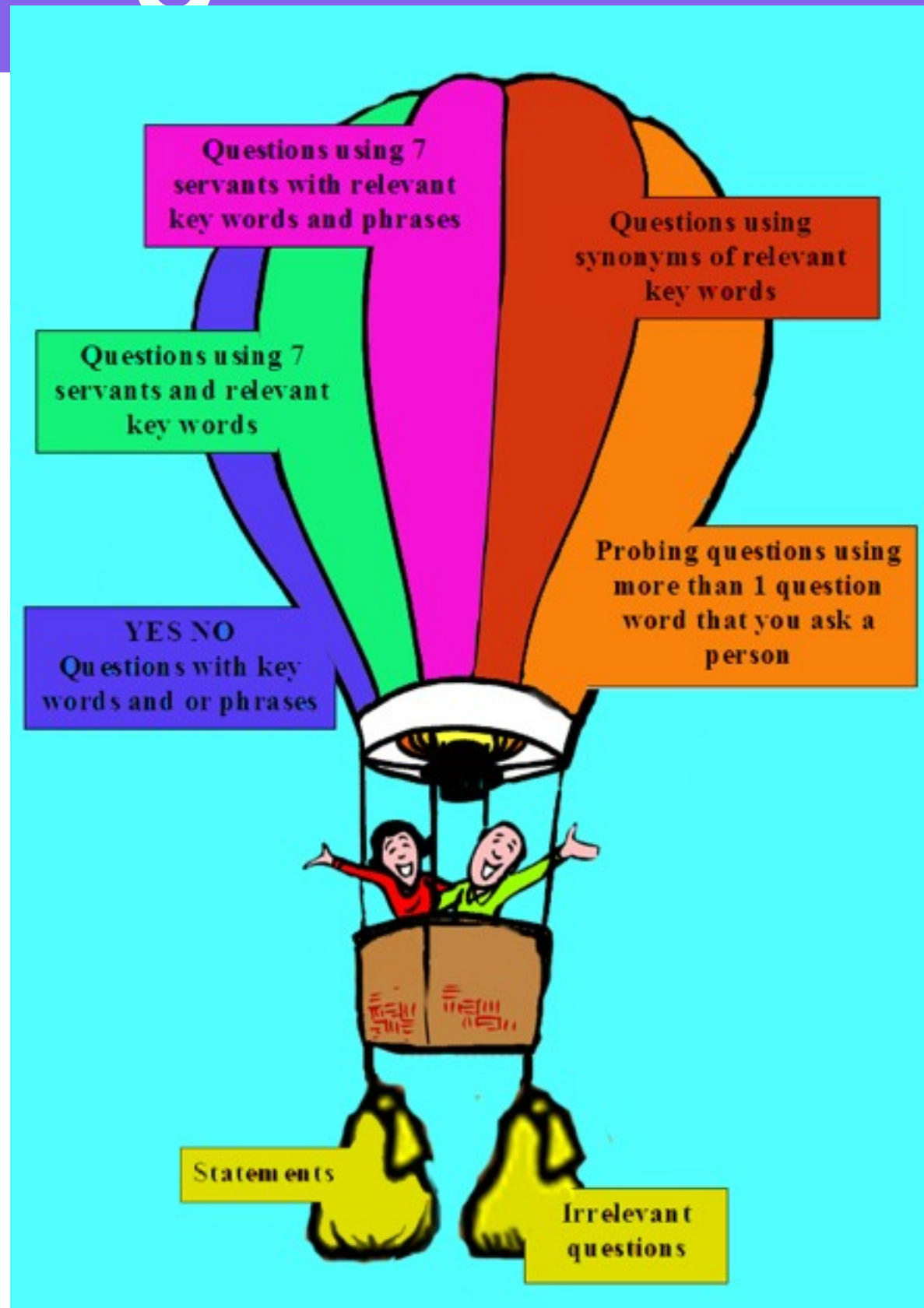
Type 5 - Uses the seven servants, relevant key words and phrases to write relevant questions.

Type 6 - Uses relevant synonyms of key words to edit questions

Type 7 - Multiple question words to create a problem when interviewing an expert (person = good, not good for search engines)

<http://question-skills.wikispaces.com/The+QuESTioning+Rubric>

Stages as a Visual



Questions and Vocabulary

- We all ask poor questions and get away with them because those involved know what the context is, thus we often model poor questions.
- Where can I find it? What is it (context missing)
- What skills do I need? (Context for what is missing)
- How do I get there (destination, mode of transport and starting point missing).

Example

- Eg - phone rings - Hello, is Jared there -
Response: yes (this assumes they want to talk to them). This is a poor question
- Only answer the poor question to make students think and ask what they want. (Can I please speak to...)

Constructing questions and using Advanced Searching Skills

Example of using advance searching skills. A students asks the teacher if the school canteen can sell Relentless.

- First question - What is relentless? - google Relentless (22,000,000 results)
- Second question - What is the relentless drink? - Google Relentless + Drink (1,990,000 results)
- Third Question - What are the possible issues with relentless drinks - Google Relentless + drink "possible issues" (7000 results)
- Fourth question - what are the possible issues with relentless drinks made by cocoa cola - Google Google Relentless + drink "possible issues" "coca cola" (230 results)